



## Cover Page

# 2011-2012 Title I School Improvement Plan And School Improvement Progress Report for 2010-2011

As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement

SAU#: 37

District Name: Manchester, NH

School Name: Bakersville Elementary School  
Year 5 of Improvement for Mathematics  
Year 4 of Improvement for Reading

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**2011-2012 School Improvement Plan  
Title I Memorandum of Understanding**

The Superintendent of Bakersville School assures the Commissioner of Education that:

- the identified school or identified district will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
  - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
  - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
  - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- the identified school or identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school or identified district will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school or district will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school or district will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2011-2012 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
  - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
  - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.
- the LEA will provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan.

**SINI Year 2 or more**

☒ Yes ☐ No

**Supplemental Education Services (SES) will be provided for 2011-2012 school year**

- the district will notify parents of eligible children that Supplemental Educational Services (SES) will be provided for 2011-2012 school year. (Provide copy with this document.)
- the district will post in a timely manner on their website current information regarding SES:
  - The number of students who were eligible for and who participated in SES beginning with data from the 2007-2008 school year and for each subsequent school year; and
  - A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.

**SINI Year 3 Corrective Action**

☒ Yes ☐ No

Bakersville school will continue to implement at least one of the following corrective actions as part of their corrective action plan for the 2011-2012 school year: (check all that apply)

- ☐ replaced the school staff who are relevant to the failure to make AYP;
- ☒ instituted and fully implemented a new curriculum, including providing appropriated professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- ☐ significantly decreased management authority at the school level;
- ☐ appointed an outside expert to advise the school on its progress toward making AYP;
- ☐ extended the school year or school day for the school;
- ☐ restructured the internal organizational structure of the school.

**In addition, the Superintendent assures that the LEA will:**

- publish and disseminate information regarding the corrective action the LEA takes at a school –
  - to the public and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.

## SINI Year 4 or more Restructuring

☒ Yes ☐ No

Bakersville School will implement the restructuring plan which includes at least one of the following options for the school during the 2011-2012 school year: *(check all that apply)*

- ☐ reopen the school as a public charter school;
- ☐ replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- ☐ turn the operation over to the state, if permitted by state law and agreed to by the state;
- ☒ implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

### In addition, the Superintendent assures that the LEA will:

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
  - to the public, teachers and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.
- submit the School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

  
\_\_\_\_\_  
Superintendent of Schools

24 Jun 11  
\_\_\_\_\_  
Date

## **2010-2011 Progress Report**

### **Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

#### **AYP Area(s) of Focus – 2010-2011 School Year**

List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):

At the beginning of the 2010 school year, the status was year 4 in improvement for math and AYP in reading.

List any subgroup(s), if applicable, for which the school did not make AYP: The subgroups that did not AYP were Hispanic, English Language Learners and Special Education.



#### **Improvement Goal for 2010-2011**

*State the improvement goal:* The improvement goal for the 2010-2011 school year was: All students will demonstrate increased proficiency in math and reading by minimally moving up three (3) reading levels per year and by attaining a proficiency level or higher on a selected math exemplar. In addition, eighty percent (80%) of students will demonstrate competence in meeting grade level expectations through in-class instruction and differentiation. Formative and summative assessments will be used as the measurement of success.



#### **Implementation of Approved Strategies/Activities**

*List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:*

- Readers' workshop will be implemented in all classrooms. Components will include: whole class mini lesson, word work, independent reading, guided reading and a closing period;
- Writers' workshop will be implemented in all classrooms. Components will include: whole class mini lesson, sustained time to write, conferencing, and a closing period;
- LLI and Reading Recovery groups will meet after school to provide additional support without interfering with protected time;
- To teach a core set of academic vocabulary in the areas of language arts, mathematics, social studies, and science to support students' understanding of essential curricular words;
- Teachers will continually collect data on student performance to help them raise expectations;

- Action research with grade three students to determine effectiveness of mathematical language for ELL students through pilot of Language for Math;
- To develop an environment conducive to learning based on the responsive classroom program to encourage serious, committed learners;
- Development of probes will touch upon all learning modalities in order to check for understanding of concepts taught;
- Development of common assessments to define essential concepts at each grade level;
- Mathematical instruction implemented in all classrooms will include a math facts block, guided math groups, and whole group instruction;
- Math facts mastery will be incorporated into 21<sup>st</sup> Century homework club and supported by City Year in grades 3 – 5;
- To build open response fluency through exemplars;
- Content differentiation will occur during mini lessons, extensive practice time will be provided, and individual differentiation will be ongoing during guided math blocks;
- To clarify homework expectations for students and parents;
- Due to a change in designation, parents will be invited to join and participate in designing the Restructuring Plan;
- Once a trimester, parent meetings will be offered as a venue to share information and obtain feedback;
- To send home district curriculum guides and monthly grade level power standard information in math and language arts, specifically for parents; and
- To invite parents in to observe a typical class lesson (grades kindergarten and grade four) and to debrief with teachers following to have a clearer picture of curriculum/school expectations.

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☒ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

## 2010-2011 Progress Report Evidence of Progress: Improved Student Achievement

**Instructions:** Respond to the following reflective questions:

- What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient in the areas for which the school is identified for improvement?

Adequate yearly progress was made in the area of language arts for the 2009 – 2010 school year. As a result, we continued to broaden and expand the reading and workshop approach. It was a year of transition from an anthology based core to a full implementation of a readers'/writers' workshop model. This has resulted in a focus on learning rather than teaching. Student growth has been documented with data support, however, it has not consistently translated to increased students performing on a proficient level. (This was demonstrated by the NECAP results from the 2010 – 2011 school year in which we did not make AYP.)

Our local data indicates that our total school scores have remained the same. Some grade levels have made strong growth (K, 1, and 3), one stayed stable (grade 2), while two have declined. (grades 4 and 5). The school goal was to reach 70% proficiency at the close of this year and this goal was missed by 9%.

Following is the breakdown of the Heinemann running record scores of students scoring proficient.

*Grade	6-10 / 3-11 / 6-11	Increase/Decrease
Kindergarten	49% / 64% / 64%	+15%
Grade 1	49% / 66% / 66%	+17%
Grade 2	67% / 64% / 67%	0 %
Grade 3	45% / 49% / 49%	+ 4%
Grade 4	71% / 69% / 66%	- 5%
Grade 5	70% / 56% / 55%	-15 %
Whole School	61% -- 61%	0%

\*Scores reported are students who are on or above grade level. Also, other than kindergarten which was measured from year to year, all the other scores are showing the same group of students (i.e. June 2010 kindergarten students are June 2011 first grade students.)

In math, English Language Learners, Special Education, and Hispanic were the subgroups of students who did not make AYP for the 2009 – 2010 school year. As a result, some initiatives were piloted.

At the classroom level, guided math was implemented. Using this approach, students were provided whole class instruction and then were seen in small groups daily to address their individual needs. This process began the previous year when it was apparent that more focused instruction needed to occur in math. A book study/action research project (Guided Math by Laney Sammons ) aided teachers to develop a more conceptual understanding of the math workshop approach and working with small groups in mathematics.

A refresher of this book study was offered to all staff members this school year. Twenty-five percent of classroom teachers participated in this opportunity. They took their learning to a new level and shared with staff members their refinements of guided math instruction. In addition, two staff members attended a guided math workshop by BERR, two staff members attended a math differentiation workshop by SDE, and an additional staff member attended math sessions at a two day conference by SDE. These staff members included classroom teachers, a special educator and an ELL teacher. During grade level shares and a presentation to all staff, these teachers shared valuable new insights.

Due to our shortcomings in open response and short answer format in math, the school adopted a goal of working with math exemplars with the expectation that students would show increased growth in this area. Exemplar instruction included: modeling, providing opportunities for practice, and sharing different ways a problem can be solved. Post test results indicate the following growth: 66% in kindergarten, 21% in grade one, 85% in grade two, 46% in grade three, 72% in grade four, and 86% in grade five. We will continue to focus on open response instruction next year with increased attention on grades one and three.

To address the needs of our ELL subgroup, we piloted a math/vocabulary program with grade three students entitled "The Language of Math". The premise of this intervention is to pre-teach vocabulary in a routine format allowing students to have a "leg up" before whole class instruction occurs. In order to pre-teach concepts, collaboration was essential between classroom teachers and support service providers. Classroom teachers commented on students' positive nature and empowerment during whole class instruction was given. Students were prepared, proud of their accomplishments and confident in their abilities. 100% of students increased their scores on the district's cumulative end of the year assessment. Collectively their averages rose from a 66% to 79%. This is significant progress.

Unfortunately our school's average scores on the district's cumulative end of the year assessment did not show the significant progress that we had worked toward. Our school average in June 2010 was 75% and it remained at 75% in June 2011. By examining these scores from kindergarten 2010 to grade 1 in 2011, grade 1 in 2010 to grade 2 in 2011, etc. 60% of the grades made gains and 20% showed a slight decline. We will continue to strive toward 80% of our students scoring proficient. As a school we have created curriculum maps and identified power standards. For the 2011 – 2012 school year, we will begin pre-testing the power standards and post testing after instruction. Pre-tests will guide teachers to differentiate lessons for students and post tests will enable them to reflect on their teaching and to identify students that require additional support. (Please see attached sheet.)

Our restructuring plan was completed and returned to the New Hampshire State Department of Education in May. Emphasis has been placed in the area of mathematics for the 2011 – 2012 school year and we are confident that we will see positive shifts in student proficiency levels.

- Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?

Consistency in routine and fidelity to the changes in instruction were the most influential factors in generating change this year. Grades two and five were most routined in practicing exemplars this school year. Post test result scores demonstrated the most significant growth in these grade levels. The pilot of "The Language of Math" intervention has also shown great success. 100% of students



increased their scores on the district's cumulative end of the year assessment. Collectively their averages rose from a 66% to 79%. This is significant progress.

In addition, by collecting and analyzing student data, we have been able to make informed decisions regarding instruction. Data is the cornerstone of our work. Through collaboration, committee meetings, and individual teacher meetings, we look at curricular trends, instruction and student performance. Decisions are then made to support student learning and achievement.

- Where improvement is less evident, what factors have impeded the desired change?

Two subgroups have frequently demonstrated slow growth. They are special education students and English Learners. English Learners have shown some growth in reading, but have not transferred that content knowledge to math. Special education students continue to fluctuate in their performance, but have not demonstrated a consistent growth pattern.

In math, difficulty was demonstrated with the short answer format and those items with a depth of knowledge of 2. In previous years multi-step problems were a focus in across the entire school however, during the 09/10 school year this was inconsistently addressed in individual classrooms.

Number and operation continues to be the lowest performing strand. In reading, growth was demonstrated in most areas. Analytical thinking posed the most difficult for students. For two of the four reported grades, the mean scale score increased from last year. Although students remained in the same proficiency levels, they failed to meet their growth targets.

One subgroup that requires further study is our EL students in the subject area of math. We are cognizant that these students are struggling in this subject and are researching to determine the areas that require further support and attention. Next year, we will address this with specificity. This will include: professional development, development of pre/post tests and collaborations that will focus on curricular trends with specific discussions around best instructional practices, development of a math profile for each student to determine individual strengths and weaknesses, and to determine individual goals each trimester. In addition, all support staff personnel will focus specifically on numbers and operations as our intervention model and support staff providers will participate in professional development opportunities in this area.

Due to the high level of mobility, the composition of student subgroups changes annually so that there is not a direct longitudinal correlation of consistent performance.

- What is the school's AYP status for 2011-2012 (i.e Year 3 Reading, Year 3 Mathematics).  
Based on the outcomes described above, and the school's new AYP status, what refinements\* to the SINI plan are proposed?

The 2010 NECAP results show that we are now in restructuring in both areas, year 4 for reading and year 5 for math. We have completed a Restructuring Plan for the school year 2011-2012. This was submitted on May 13, 2011 and details the changes to our existing SINI plan.

Our new restructuring plan focuses on the following goals: curriculum, assessment, and instructional planning, classroom instruction, school leadership and decision making, and professional development. Within each of these broad goals, specific indicators have been highlighted for specific focus.

Although Bakersville School has not been able to attain the expected performance, standard growth has been evident over the past five years in literacy. Since there has been some documented growth, the decision was made to continue the instructional focus we had previously developed, but extend and expand our expectations of staff and students. The fundamental reform premise is that high quality instruction aligned with standards and focused on student performance will yield higher achievement levels. Our restructuring plan focuses on Tier 1 differentiation, instruction and assessment, as well as providing specific professional development for support staff in meeting the needs of the identified subgroups.

The school staff has created curriculum maps, which are in direct alignment with the district curriculum as well as state standards. This has been a collaborative learning process. Each month, power standards are identified as priority skills/concepts for student learning. Through restructuring, teachers will begin by identifying what students should know and be able to do, examine evidence of student knowledge and then plan cohesive instruction, which will assist students in attaining the curricular expectation. Tier 1 differentiation will be represented through whole class instruction. Differentiation aligned to the minilesson focus in reading, writing and math will provide all students with the opportunity to extend their thinking, practice a skill or revisit a fundamental level of understanding. The use of maps does reflect a shift in math instruction. Although Everyday Math is the core resource, the primary focus will be on curriculum standards. Everyday Math will continue to be the primary instructional tool.

The staff is very accustomed to examining and utilizing data. This process, however, has been used more as a progress monitoring tool. The restructuring plan will assist teachers in embedding assessment into their planning and establishment of learning outcomes. Assessment information will be an integral part of planning as well as a measurement of student learning. Pre/post test instruments are included in the curriculum map. The Power Standard instruction will be planned collaboratively. Results from the assessments will also be reviewed as a grade level and with support staff. Instruction will be purposeful. Students will know specifically what they are expected to do.

Support staff instruction in math will focus will focus on number and operation. This will serve a two-fold purpose. First, it will address the needs of the students in this area through direct instruction initiating with the use of manipulatives while examining current instructional practices and curriculum for areas which are not resulting in student learning. Secondly, this will also provide an opportunity to provide specific professional development in this strand, which is critical to success in all areas of math.

We are fortunate to have demonstrated growth through previous efforts at reform. It is the strong belief of the staff that this plan representing higher expectations of teacher knowledge, collaboration and clear student learning focus will be the step that is needed.

**Note:** If the school is identified for a new subject area for 2011-12, list the area(s) and proposed revisions to the plan as a result of the new designation.

**Note:** If the school's AYP status for 2011-12 now includes selecting a corrective action, respond to this question by completing the *Memorandum of Understanding for Schools in Corrective Action*, as well as the *Implementation Narrative*.

# Heinemann Reading Record Scores Whole School 2010 - 2011

Class	Above			On			Below		
	Nov.	Feb.	June	Nov.	Feb.	June	Nov.	Feb.	June
Kindergarten		22%	20%		43%	45%		35%	36%
Grade One	30%	41%	32%	41%	25%	34%	29%	34%	34%
Grade Two	30%	38%	35%	30%	26%	33%	40%	36%	33%
Grade Three	21%	20%	24%	25%	29%	25%	54%	51%	51%
Grade Four	53%	40%	43%	20%	29%	24%	28%	31%	34%
Grade Five	22%	25%	0%	41%	31%	55%	37%	44%	45%
TOTAL	31%	31%	25%	31%	31%	36%	38%	39%	39%

Manchester School District  
Bakersville School  
District Trimester Mathematics Assessment

	Grade Ave. 1 <sup>st</sup> Tri 09 – 10 – 11	Grade Ave. 2 <sup>nd</sup> Tri 09 – 10 – 11	Grade Ave. 3 <sup>rd</sup> Tri 09 – 10 – 11	Yearly Grade Average 09 – 10 – 11
Kindergarten	76 79 83	89 82 89	87 82 84	84 81 85
Grade 1	82 84 85	82 85 81	79 83 81	81 84 82
Grade 2	76 74 71	80 74 76	68 65 67	75 71 71
Grade 3	70 71 65	69 72 71	67 73 67	69 72 68
Grade 4	65 69 72	67 70 69	65 63 75	66 67 72
Grade 5	68 78 78	73 77 73	71 82 74	71 79 75

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed. Complete one form per strategy.

<b>Priority Area:</b> (to reduce identified achievement gaps)	<i>Differentiation – To improve student achievement, the instruction of power standards in literacy and math will include Tier 1 differentiation (core instruction) to accommodate the instructional performance of all students. Lesson plans and collaboration minutes will reflect this process.</i>				
<b>Strategy #:</b>	<i>Professional development opportunities will be provided through coaching to assist teachers in effectively delivering core instruction. Instruction will be tied to curriculum maps.</i>				
<b>Objectives:</b>	<i>What changes in the district practices are expected as a result of this strategy?</i> <b>Objective:</b> Teachers will understand and demonstrate the use of differentiation.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> <b>Objective:</b> The focus will be on transference and independence. Core instruction correlated to the needs of students and providing for the right amount of practice will lead to increased achievement.				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
An informational sheet to be completed by all grade levels during collaborative meetings will be used in order to guide our process in a consistent manner.	Curriculum maps and existing staff and materials.	Form to be developed in June 2011. Completion of form – Sept. – June	Restructuring team principal, reading supervisor, math intervention teacher, classroom teachers	Binder to be kept by grade level representatives and principal. Two forms to be completed monthly – one for math and one for language arts	District assessments, pre/post test data and informal assessments will reflect effectiveness. Data is collected each trimester by reading supervisor and math intervention teacher.
Complete the identification of pre/post tests for Power Standards in literacy & math	Curriculum maps, existing staff and materials	June 2011 – June 2012	Content specialists Classroom teachers	Binder of pre/post tests for each grade level to be kept by content specialists, principal and grade level teacher representatives	Pre/post test data will be collected each month. Instructional levels will reflect effectiveness.

Instruction will be individualized based on pretest results to provide support for some students and enhanced learning opportunities for others.	Curriculum maps, grade level standards, existing staff and materials	Sept. – June	Teachers will take responsibility. Principal will monitor. Reading supervisor and math intervention teacher will assist. Support staff will support.	Lesson planning will reflect instructional time blocks. Plan books to be collected weekly by principal.	Instructional level will reflect effectiveness. It is collected every trimester by reading supervisor and math intervention teacher.
Professional development opportunities in the areas of differentiation and assessment.	Survey to be completed by staff to reflect their current understanding and use of differentiation.	Survey completed in June. PD ongoing Sept. – June	Content specialists, classroom teachers, support staff	PD handouts and staff reflection notes will be collected as professional development opportunities occur.	Increased assessment scores will determine effectiveness. Students moving from lower to higher proficiency levels.
Professional development/ discussions focused on the instructional relevance of the “closing” component of reading, writing and math workshop.	Existing staff and materials	Sept. – June	Reading supervisor, math intervention teacher, classroom teachers	Weekly collaboration notes and meeting minutes will be collected by grade level representatives and committee facilitators.	Instructional levels will reflect effectiveness. It is collected every trimester by the reading supervisor and math intervention teacher.

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed. Complete one form per strategy.

<b>Priority Area:</b> (to reduce identified achievement gaps)	<i>To improve student achievement, all teachers will utilize curriculum maps to plan instruction. A form for Power Standards including topic, student performance data, instructional strategies, and assessment of learning will be part of instruction. The focus will be on purposeful teaching.</i>				
<b>Strategy #:</b>	<i>Professional development opportunities will be provided through coaching to assist teachers in effectively delivering core instruction. Instruction will be tied to curriculum maps.</i>				
<b>Objectives:</b>	<i>What changes in the district practices are expected as a result of this strategy?</i> <b>Objective:</b> Teachers will provide effective, purposeful instruction aligned to curriculum based standards.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> <b>Objective:</b> Individual goals for students will be developed in order to address next step learning. As students master goals, increased levels in proficiency will occur.				
<b>Proposed Activities for 2011-2012</b> <small>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</small>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Review of the restructuring plan to identify indicators that require specific walkthrough assessments. Determine a timeline for implementation.	Restructuring plan Creation of timeline calendar of walk-through events	Review of plan -- June 2011. Calendar of walkthrough assessments -- Sept. -- June 2012	Restructuring team, classroom teachers, support staff	Walkthrough assessments will be collected and analyzed. This will occur based on timeline determined by team.	Analysis of walkthrough assessments will be used to assess effectiveness.
All teachers clearly state the lesson's topic, theme and objectives in child-friendly language.	Curriculum maps, grade level standards	Sept. -- June	Classroom teachers, support staff, walk-through teams	Walk-through notes collected by walk-through team members and lesson plan books will be collected. Lesson plans are collected weekly by principal.	Assessment data regarding student achievement will be collected to determine effectiveness.

Professional development opportunities will be provided throughout the school in language arts and math.	Results of needs assessment survey to be completed by staff	Sept. – June A timeline of PD activities	Content specialists, classroom teachers, support staff	Professional development notes and handouts as well as teacher reflections will be collected at the close of each PD activity. Walkthrough assessments will indicate levels of implementation.	Assessment data and instructional levels will be used to determine effectiveness.
Power standard information form will be sent home monthly to inform families of school instructional focuses.	Curriculum maps Parent information booklet	Sept. – June	Classroom teachers	Reading supervisor and math intervention teacher will collect form monthly to store in a school binder	Parent communication envelopes and data collected from parent meetings will be used to determine effectiveness.
Pilot of a math program entitled "Rocket Math" to support math facts instruction and student learning	Rocket Math program	Sept. – June	Classroom teachers, math intervention teacher	Lesson plans are collected weekly. Collaboration notes will show evidence of teacher discussion of implementation.	Student data based on weekly timed tests will be collected monthly.



## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed. Complete one form per strategy.

<b>Priority Area:</b> (to reduce identified achievement gaps)	To improve student achievement, an emphasis will be placed on the use of data to inform instruction. The use of pre and post test based on power standards will assist in ensuring that instruction is designed to meet the needs of the students and the curriculum.				
<b>Strategy #:</b>	Grade level collaborations, whole school staff meetings, and committee meetings will focus on the use of data to inform instruction. By determining curricular trends and instructional needs of both staff and students, professional development can be geared to addressing these specific needs.				
<b>Objectives:</b>	<p>What changes in the district practices are expected as a result of this strategy?  <b>Objective:</b> Through the use of student data, informed decisions will be made to instruct students focusing on individual needs and emphasizing student learning.</p> <p>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?  <b>Objective:</b> As students achieve individual goals and build independent strategies, achievement will increase. Students will move from proficiency levels 1 to 2, 2 to 3 and 3 to 4.</p>				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
The data team will meet at the end of each assessment to analyze student data. The findings will be reported to the restructuring team for further action.	Assessment schedule and assessment data (both literacy and math)	Sept. – June	Data team members, restructuring team members, classroom teachers, support staff members	Team meeting notes to be collected by each facilitator for each meeting.	Increased assessment scores. Students moving from lower to higher proficiency levels.
RTI forms will be completed on all students requiring Tier 2 and Tier 3 support.	RTI forms Professional development	Sept. – June	Classroom teachers, support staff members, reading supervisor, math intervention teacher	RTI forms will be collected for each individual student on a monthly basis. They will be placed in a student's cum folder.	Increased assessment scores. Students moving from lower to higher proficiency levels.

Each committee will work on a by-product for the school year based on student data and noted areas for improvement.	Each committee's plan and collection of work towards progress of plan	Sept. – June	Committee members	By-products will be completed by the end of the school year. Meeting notes, anchor papers and other artifacts will be collected on a monthly basis.	Increased student performance and increased rubric scores in the areas of literacy and math will measure effectiveness.
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## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed. Complete one form per strategy.

<b>Priority Area:</b> (to reduce identified achievement gaps)	To improve student achievement, professional development opportunities will be provided for staff members to acquire the knowledge, hone their skills and expand their repertoire of effective strategies in literacy and math.				
<b>Strategy #:</b>	<i>Professional needs surveys will be completed by staff members to determine specific areas to address. Based on findings, a yearlong development of professional development opportunities will be provided.</i>				
<b>Objectives:</b>	<p><i>What changes in the district practices are expected as a result of this strategy?</i>  <b>Objective:</b> Teachers will differentiate lessons with regularity and automaticity.</p> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i>  <b>Objective:</b> By focusing instruction on specific student needs, their mastery targets will be achieved and movement in proficiency levels will occur.</p>				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Book studies/action research projects will be participated in by classroom teachers in the areas of math and differentiation.	Book study texts: <u>Math Matters</u> <u>Differentiation in Math and Differentiation and Assessment</u>	Sept. – June	Math intervention teacher, principal, reading supervisor, classroom teachers	Book study notes, teacher reflection notes, lesson plans to be collected weekly, collaboration forms	Increased student achievement using assessment data to be collected each trimester
Book study/action research project will be participated in by support staff members specifically in the area of numbers and operations	Book study text: <u>Math Misconceptions</u>	Sept. – Dec.	Math intervention teacher, principal, support staff members	Book study notes, support staff reflection notes, lesson plans to be collected weekly/monthly	Increased student proficiency levels using assessment data to be collected with each post test

Professional development training for all staff in literary genres studies – personal narrative/memoir, report of information, and response to literature/author studies will be ongoing	Resources to be provided by the Manchester School District to support this initiative	Sept. – June	Citywide implementation specialists, principal, reading supervisor, classroom teachers, support staff	Professional development handouts and notes, teacher reflections, walkthrough assessments, collaboration forms and weekly lesson plans will all demonstrate evidence of implementation.	Increased student achievement using post test data at the end of each six-eight week student and district assessments collected every trimester
Literacy demonstration classrooms will be used to model effective reading and writing workshop practices	One primary classroom (K – 2) One intermediate classroom (3 – 5)	Sept. – June	Reading supervisor, lead teachers, principal, classroom teachers, support staff	Weekly lesson plans to be collected by principal, classroom teacher reflections, coaching notes	Increase student achievement using reading and writing assessment data (running records, writing prompts, pre/post assessments, anecdotal notes, etc.)
Mathematics demonstration classroom will be used to model effective math workshop (including guided math) practices	one grade 2 or 3 classroom	Sept. – June	Math intervention teacher, lead teacher, principal classroom teachers, support staff	Weekly lesson plans to be collected by principal, classroom teacher reflections, coaching notes	Increase student achievement using reading and writing assessment data (trimester tests, pre/post assessments, exemplars, etc)

## **2011-2012 School Improvement Plan Title I Parent Notification Requirements**

### **Instructions:**

Before completing this section, refer to Appendix B in instructions for detailed guidance for fulfilling public school choice requirements.

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.

The Manchester School District prepares letters to parents that detail the each individual school's Adequate Yearly Progress (AYP) status and designation as a School In Need of Improvement. The letter is sent home to families in the mail and is available at the school and district office. The letter is translated into Spanish and provided to families whose home language is Spanish, which is the second-most common language spoken in the district (English being the first). The letter also includes information about the status of all schools in the district, along with information about No Child Left Behind and Adequate Yearly Progress. The letter also invites parents to communicate directly with the school principal and to become involved with the school.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".

The Manchester School District includes information for parents about School Choice with the letter that is sent home detailing the school's status as a School In Need of Improvement. This information includes a list of schools that are available for School Choice, a fact sheet about the AYP status of available schools, and information about other programs that each School Choice school has available for students. Contact information for the district School Choice Facilitator is also provided. The mailing also includes an application for families to request School Choice, should they elect to do so. Additionally, all information sent home is also posted on the district web site [www.mansd.org](http://www.mansd.org) and is available in each school's office and the district.

- (c) Attach a copy of the parent/teacher notification letter to this application.

**Note: Parent Notification letters must have been submitted for approval to the NHDOE prior to June 15, 2011.**

Attached. Bakersville School's letter was submitted for approval on May 4<sup>th</sup>, 2011. A copy of the letter is attached.



MANCHESTER SCHOOL DISTRICT  
SCHOOL ADMINISTRATIVE UNIT NO. 37  
195 McGregor Street, Suite 201, Manchester, NH 03102  
Telephone: 603.624.6300 • Fax: 603.624.6337

Thomas J. Brennan, Jr., Ed.D.  
Superintendent of Schools

Michael J. Tursi  
Assistant Superintendent

Karen G. Burkush  
Assistant Superintendent

Karen DeFrancis  
Business Administrator

May 23, 2011

Dear Parents / Guardians,

Your child's school – and all schools in the Manchester School District (MSD) – are committed to excellence in education and hold our students to high academic standards.

The purpose of this letter is to inform you that your child's school continues to be Identified as a School In Need of Improvement (SINI) under the Federal No Child Left Behind (NCLB) Act of 2001. Bakersville School is a SINI Year 4: Restructuring Planning for Reading, and Year 5: Restructuring for Math. This is based on your school's Adequate Yearly Progress (AYP) results as determined by the NH Department of Education (NHDOE). Detailed AYP reports are available at the MSD website: [www.mansd.org](http://www.mansd.org). On this page, locate the dropdown menu under 'Community' and select 'Accountability Reports'.

Because of your school's SINI status, parents have additional rights and resources available to them. These are made possible by the NCLB Act. This letter is designed to help you understand what the SINI status means, and what resources may be available to you and your child(ren). Included in this letter are the following documents:

Frequently Asked Questions : AYP & NCLB and Frequently Asked Questions: School Choice  
Manchester School District Elementary Schools: Adequate Yearly Progress (AYP) Comparison  
School Choice Request Form

Your child's school and the District have made and continue to make academic gains. To foster continued growth, the Manchester School District is working closely with each school, parents/guardians, and the community in partnership with the NHDOE to create and revise School Improvement Plans for every SINI school. Each school has a SINI team, comprised of the principal, teachers, and other school and community members. Input from parents/guardians and all school staff members is a crucial part of the planning process, which takes place throughout the school year. Completed plans are then approved by the Principal, District Administrators and the NHDOE prior to the start of the next school year. You are a critical partner in your school's continued improvement, and we are eager to have your involvement and input. Please contact your school's principal, Judy Adams, to learn how you can become a part of your child's school's continued improvement. You are welcome to stop into the office, call 624-6312, or email at [juadams@mansd.org](mailto:juadams@mansd.org).

Under the guidelines established by NCLB, the School Choice program is available to you and your child(ren). This program gives you the opportunity to transfer your child to a non-Title 1 school if you choose. Available schools for transfer are: Green Acres, Highland-Goffe's Falls, Jewett, Smyth Road, Webster and Weston schools. To apply, complete the enclosed Choice Request form and return to your child's classroom teacher by June 17th or return to the District office by June 24, 2011.

Please review the information in this letter including school performance and program details to determine if School Choice is an option that would be in the best interest of your child. This letter does not require any action from you, and enrollment in any of the programs available, including School Choice, is optional.

Sincerely,

Thomas J. Brennan, Jr., Ed.D.  
Superintendent of Schools





# Frequently Asked Questions: AYP & NCLB

## What is a SINI school?

- Every year, students in grades 3-5 across the state take the NECAP test in Reading and Mathematics. The results of this test are looked at by the NH Department of Education (NHDOE) in different subgroups. Your school must have a certain percentage of students performing at or above grade level on this test. Every subgroup must meet the federal standard for performance. This is called Adequate Yearly Progress (AYP).
- Schools can make AYP in Reading and/or Math and/or as a whole school.
- **Please remember that NECAP scores are only one measure of a school's value. The school's impact on the community, activities, staff, and additional programs, are just a few things that make your school unique and enable your child to succeed.**

## Why is our school a SINI school?

- Data has been calculated for all students as well as subgroups of students (i.e., racial and ethnic subgroups, English Language Learners, students with disabilities, and economically disadvantaged students).
- Each school may have certain subgroups that make AYP, while others do not. If even one of these groups does not meet their goal, or performance target, then the school will not have made AYP. Every school's AYP results are unique to that school. For more information and detailed AYP reports, please go to [www.mansd.org](http://www.mansd.org) and click on "District Data Center".

## Why is our district a DINI district?

- In the same way that a school is determined to be a SINI school, every subgroup within the District at all grade levels must meet the goal set by the US Department of Education in order for the District to make AYP.
- See the enclosed chart to see what percentage of subgroups made AYP at your child's school, across the district and across the state.

## What is being done to improve my child's school and the district?

- Bakersville has already implemented Readers'/Writers' Workshop in all classrooms and has developed pacing guides for instruction at each grade level.
- School Improvement plans and a District Improvement plan have been developed and are available at our website [www.mansd.org](http://www.mansd.org) or at the schools main office.
- You are a critical partner in improving your child's school and his or her education. Contact your school to see how you can become involved.

## What additional resources are available to my child because of NCLB?

### NH PARENT INFORMATION RESOURCE CENTER

- Provides free services such as workshops, publications, toolkits, newsletters, tip sheets, and support for parents, schools, districts aimed at increasing parent involvement in children's education.

### TITLE 1 INTERVENTIONS

- Additional small group or one on one reading and math help during the school day.

### SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

- Free tutoring program for economically disadvantaged families. Services provided outside of the school day by state approved providers. **Please note: This is only available to eligible students attending Title 1 SINI Schools (Your child's current neighborhood school).**

### PUBLIC SCHOOL CHOICE

- Gives parents of children attending a Title 1 SINI School the opportunity to transfer their child to a Non-Title 1 School with district provided transportation. **Please note: ALL of Manchester's schools are SINI schools regardless of Title 1 Status.**

# Manchester School District Elementary Schools

See our website for more information and links to other resources [www.mansd.org](http://www.mansd.org)

## ADEQUATE YEARLY PROGRESS COMPARISON

NAME	Title 1 School	Made AYP Reading	Made AYP Math	SINI / DINI	% of Subgroups or Target Areas that MADE AYP			
					2008	2009	2010	2011
State Average Elementary/Middle Schools (ES/MS)	N/A	No	No	N/A	69%	73%	65%	65%
Manchester School District ES/MS	N/A	No	No	Yes	56%	76%	70%	51%
Bakersville School	Yes	No	No	Yes	78%	83%	90%	55%
Beech Street School	Yes	No	No	Yes	69%	93%	58%	61%
Gossler Park School	Yes	No	No	Yes	43%	100%	89%	63%
Green Acres School	No	No	No	Yes	100%	90%	86%	91%
Hallsville School	Yes	No	No	Yes	90%	76%	89%	90%
Highland-Goffs Falls School	No	No	No	Yes	72%	74%	74%	78%
Jewett School	No	No	No	Yes	70%	61%	93%	67%
McDonough School	Yes	No	No	Yes	48%	81%	79%	66%
Northwest Elementary School	Yes	No	No	Yes	72%	93%	74%	66%
Parker-Varney School	Yes	No	No	Yes	43%	52%	84%	72%
Smyth Road School	No	No	No	Yes	76%	73%	74%	67%
Webster School	No	No	No	Yes	72%	52%	94%	61%
Weston School	No	No	No	Yes	60%	56%	88%	76%
Wilson School	Yes	No	No	Yes	59%	78%	68%	58%

Please note: Federal AYP Standards for 2010 were higher than standards for 2009.

This may have contributed to a decrease or less of an increase for some schools in the percentage of Subgroups that made AYP.

## PROGRAM COMPARISON

	Kindergarten	Breakfast Program	Before and/or After-School Program(s)	Additional Services
Bakersville	Full Day	Yes	21st Century, MHRA Latchkey	SES, Title I
Beech Street	Full Day	Yes	21st Century, YOU, After-school Gym	SES, Title I, ELL Magnet Program
Gossler Park	Full Day	Yes	21st Century	SES, Title I
Green Acres	Half Day	No	YMCA, Bus to Boys & Girls Club	
Hallsville	Full day	Yes	21st Century, Girls Start (K & 1st)	SES, Title I
Highland-Goffe's Falls	Half Day	Yes	Boys & Girls Club (at the School)	
Jewett School	Half Day	Yes	Bus to Boys & Girls club	
McDonough	Full Day	Yes	21st Century	SES, Title I
Northwest	Full Day	Yes	Alphabits, Bus to Boys & Girls Club, New Morning, Bus to St. Marie's CCC, Girls Inc.	SES, Title I
Parker-Varney	Full Day	Yes	New Morning, City Year Program	SES, Title I
Smyth Road	Half Day	No	New Morning	
Webster	Both	Yes	YMCA Before/After School Program	
Weston	Full Day	Yes	YMCA Before/After School Program	
Wilson	Full Day	Yes	21st Century, YOU, Bus to Boys & Girls Club, Girls Inc.	SES, Title I, Read 180

All schools in our district participate in the Free and Reduced Lunch program, and offer English Language and Special Education services.





# Frequently Asked Questions: School Choice

## ***Do I have to transfer my child to another school?***

No. We are providing parents with this opportunity as an option. The decision is entirely up to you, so you should base your decision on what you think is best for your child.

## ***If I do NOT have my child transfer, are there any additional services available to my child?***

Yes! Ask your child's school about Title 1 Interventions for Reading and Math to see if this could be a good fit for your child. Also, your child could be eligible for free tutoring through Supplemental Educational Services (SES). Eligible families will receive a packet of information after October 1st, with the first progress report of the school year.

## ***If I have my child transfer, what services may NOT be provided at the accepting schools?***

Title I intervention services for reading and mathematics and 21st Century after-school programs are not available at the non-Title I schools. Some schools may only offer half-day kindergarten. Supplemental Educational Services (SES) or Free Tutoring is only available at your child's current school for eligible students. (Please see previous page for services offered at all elementary schools.)

## ***Is transportation provided?***

Yes! If your child is granted a School Choice transfer and is eligible for transportation according to the district's transportation policy, your child can have bus transportation to the Choice school. Transportation is provided to Kindergarten students who transfer through School Choice.

## ***If one of my children has been transferred through School Choice, can all of my children attend that Choice School?***

You must submit an application for each child when they are of age to attend school in Manchester. Please indicate on your application the name and school of children who have already transferred through School Choice.

***Please note: Every effort is made to keep siblings at the same school.***

## ***When will I be notified about what school my child can attend in the fall?***

Every effort is made to notify you before the start of school. Families will be notified by mail or phone. It will be posted on the School Choice website once acceptance letters have been mailed.

## ***Must my child stay at the Choice school?***

Your child may transfer back to his or her neighborhood school. Please keep in mind that transferring schools can disrupt your child's education and learning.

## ***How do I apply?***

Complete the enclosed School Choice Request Form and return by **JUNE 17, 2011**  
to your child's classroom teacher

OR

mail by **JUNE 24, 2011** to  
Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



# School Choice

The School Choice program enables parents of children attending a Title 1 school In Need of Improvement to transfer their child to a non-Title 1 school. The Manchester School District will provide transportation to students who are granted School Choice transfers if requested. This includes Kindergarten students.



**Please note:** In Manchester, all schools are Schools In Need of Improvement (SINI). Please refer to the rest of this letter and the district website [www.mansd.org](http://www.mansd.org) for more info.

## Choice Transfer Schools:

Green Acres School	100 Aurore Ave.
Highland-Goffe's Falls	2021 Goffe's Falls Rd.
Jewett School	130 S. Jewett St.
Smyth Road School	245 Bruce Rd
Webster School	2519 Elm St.
Weston School	1056 Hanover St.

*These are the ONLY schools eligible for your child to transfer to through this program.*

## Parents,

Please visit the NH Parent Information Resource Center's website for more information about No Child Left Behind, your rights and how to make the best choice for your student:

<http://nhpirc.org/NCLB.shtml>

**Informational Videos about Choice and AYP available at [www.mansd.org](http://www.mansd.org)**

## Steps to enroll:

1. Review performance and program offerings of Choice Transfer Schools.
2. Determine possible impact of a transfer on your child.
3. Complete back of this form.
4. Return form by **June 17, 2011** to

A. Your Child's Classroom Teacher  
OR by **June 24, 2011** to

B. Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



## Parent Panel Discussion!

Will be aired on Manchester Public TV: Ch 16, 22 and 23

**During the week of May 23rd  
Hear feedback from  
other parents!**

**Please review this entire letter and our website before deciding to request School Choice.**

## Approximate program timeline:

School Choice Applications Due	June 17, 2011 (to school) OR June 24, 2011 (to District Office)
School Choice Decisions Mailed	July 15, 2011 (approx)

If granted a School Choice Transfer, Parents/Guardians will be required to sign and return a Rights and Responsibilities notice before transportation and transfer will be approved.

Transportation requests require at least 3 business days to process.

**Frequently Asked Questions (FAQ)  
available in this letter!**

**DO NOT COMPLETE IF YOU WISH  
YOUR CHILD TO STAY AT  
HIS OR HER SCHOOL**

**SCHOOL CHOICE REQUEST FORM**

**I request that my child be transferred to a designated school for 2011-2012 school year.**

Child's Name \_\_\_\_\_ Grade in Sept 2011 \_\_\_\_\_

Is your child registered at a Manchester School? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, what school: \_\_\_\_\_

Parent/Guardian Name(s) \_\_\_\_\_

Complete Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Does your child have siblings who should also be considered for School Choice? Yes \_\_\_\_\_ No \_\_\_\_\_

*If yes, please list:*

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

**CHOICE Schools\*:**

- \_\_\_\_\_ Green Acres School
- \_\_\_\_\_ Highland-Goffe's Falls
- \_\_\_\_\_ Jewett School
- \_\_\_\_\_ Smyth Road School
- \_\_\_\_\_ Webster School
- \_\_\_\_\_ Weston School

*\*Please indicate your  
preferences by  
numbering the  
schools 1 to 6 .  
1 being your first  
choice\**

**Bus transportation needed: Yes \_\_\_\_\_ No \_\_\_\_\_**

My child currently receives the following student services\*\*:

ELL (English Language Services) \_\_\_\_\_ Special Ed \_\_\_\_\_

*\*\*This information will not affect your child's eligibility for School Choice.*

*It will help us to ensure that your child(ren) receive the services they need if they participate in School Choice.\*\**

Comments: \_\_\_\_\_

**Forms must be returned to your child's classroom teacher by JUNE 17, 2011  
or the District Office by JUNE 24, 2011**

Manchester School District Attn: Jessica Provencher, 195 McGregor St, Suite 201, Manchester, NH 03102

FOR OFFICE USE ONLY

Choice School Granted: \_\_\_\_\_

Bus: Y / N

Signed R&R Returned: \_\_\_\_\_

Details: \_\_\_\_\_